

SPRING NEWSPAPER

Principal's Welcome



The achievements - big and small - are a testament to their dedication and the guidance of the fantastic staff here at Grateley. I am very proud of each and every one of them.

I would also like to extend my heartfelt thanks to our families for your continued support. Your partnership with the school plays a vital role in ensuring your children feel encouraged, motivated and ready to shine.

As we reach the end of the Spring term, I would like to take the opportunity to thank our students, families and staff for their hard work, commitment and enthusiasm over the last few months. Spring is always a term filled with energy and activity, and this year has been no exception.

As we look ahead to the Summer term, we are excited about the opportunities to come. There will be new topics to explore, outdoor learning opportunities as the weather improves, and a calendar full of events that we hope will bring joy and memorable moments for everyone.

Our classrooms have been alive with learning and creativity. This term we have had some exciting events and projects, which have showcased the very best of our school community.

For now, I wish all of our students and families a restful, and well-deserved break. I hope everyone has a Happy Easter, and we look forward to welcoming everyone back refreshed and ready for an exciting final term of the year.

Welcome Mr Bartel – Our New VP

Grateley House School is delighted to officially welcome Mr Chris Bartel, who joined us in February. Although he has only been with us a short time, many parents may already have had the opportunity to meet him during school events and around site.

Mr Bartel brings with him a wealth of experience in SEN education, along with a deep commitment to ensuring every young person feels supported, understood, and able to thrive. His professional background includes years of leadership within inclusive learning environments, and he has already begun working closely with staff teams to continue strengthening the high-quality provision Grateley House School is known for.

In his first few weeks, he has shared how warmly he has been welcomed by students, staff and families alike. He has visited classrooms, joined specialist sessions, and spent time getting to know the unique strengths and needs of our learners. His

approachable manner and child-centred perspective have made a positive impression across the school community.

As Vice Principal, Mr Bartel will support ongoing development of our curriculum, champion student wellbeing, and work closely with families to ensure young people build confidence, communication, independence and life skills.

We are excited for the energy, expertise, and vision Mr Bartel brings to GHS. Please join us in offering him a warm welcome as he continues settling in.



Baxter 🐾🐾🐾

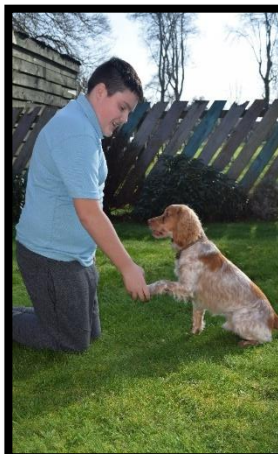
It has been another busy term for Baxter who is continuing to enjoy his role as an assistance therapy dog in training. Jackie (our PAWS assessor) came to complete a spring visit on 5th February and we received some lovely feedback...

"Baxter has really settled well into his life at Grateley House, he is happy to chill in the office and his loose lead walking has improved dramatically since my last visit. Baxter is having a wonderful impact with students and the team are hoping to expand on this"

After such a glowing report and being given the green light to have more interactions with students Baxter has been put to work! He has begun playing

some scent games and practising his commands within Pastoral sessions and has enjoyed every minute of it; as have the students.

Baxter's handlers are continuing to practice some tricks and commands each week. Baxter is showing how clever he is by mastering these skills very quickly and may need more of a challenge!



Celebrating Stories: Our School Marks World Book Day in Style

Both staff and students Grateley House School pulled out all the stops for this year's World Book Day. With it being the [National Year of Reading](#), we extended reading events across the entire week. Students had a chance to engage with a broad range of activities – from guessing the Masked Reader, sculpting an object from a story, to locating Lucy from last year's World Book Day, to participating in a whole school book quiz

Notable was the increased engagement across the whole site – including the groundsman and office assistants.

Students particularly enjoyed the cryptic clue about Lucy's whereabouts, with most figuring it out at the end.

As the year rolls on, GHS will be engaged with the National Year of Reading, which will roll out alongside our new MENSAs-inspired and bespoke Reading Challenge List. We look forward to continued engagement from both staff and students alike, with a focus on broadening our bubbles and building the world's future citizens.



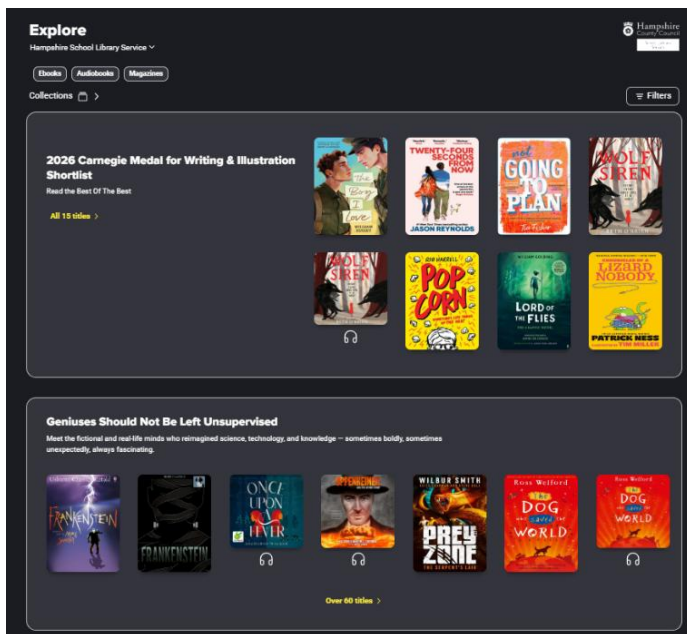
SORA – E-Book Launch

Last term students were sent their [personal login details](#) for the SORA E-Book (via parent email). We will be exploring this fantastic resource during this term. The goal is to explore, not complete; students will be awarded [reading stars](#) for their level of participation, which can vary widely.

Once logged in, students will work towards exploring a range of stories in any format they choose. The goal is to ingest new ideas and form personal responses to them..

Students who wish to challenge themselves using the original Mensa Reading lists may do so.

On completion of various milestones, students will select their reward from a prize menu (chosen by student voice). This reading challenge will continue throughout the year. We look forward to some intense debates about different characters.



Library News!

As with all things “Spring”, GHS has just launched its bespoke MENSA inspired [whole school reading list challenge](#), and students are excited to engage with its diverse content.

The bulk of our physical book selection has been selected by student voice. The final book categories included reflect the [bespoke](#) interests of GHS students, though the list is not exhaustive and students may well opt to “add” other appropriate texts to their own [personal reading challenge](#).

Please take a moment to peruse the reading menu. Briefly, students have full autonomy to choose texts that are relevant, appropriate and of interest to them. That said, the “3 bean” code has been used to signal when a text appears on the original MENSA reading lists. 1 bean signifies the original reading list. 2 beans symbolise the next level of text choices. 3 beans signify more mature texts for older readers. The coffee cup image represents additional texts supplied by GHS based on student surveys and interests.

Just like with any e-book interaction, students will choose the way they want to engage with this challenge. There will be individual rewards as well as tutor group ones. Across the year we will also be engaging with a wide range of activities linked to the National Year of Reading 2026.

As a cohort, we will use this year to actively reflect on our personal reading, both staff and students. We will actively engage with discussions about how reading can benefit our mental health and help us to regulate. The infographic will be explored and we will form our own visual of what the reading landscape at GHS looks like.

In a noisy world bursting with distractions, we can all agree that this is a good conversation to have.

GHS Reading List



- Instructions:
1. Choose a title.
 2. Digest the book on any device, listen to the audiobook, watch the film, or read the graphic novel.
 3. When you are done, complete the quiz sheet in the library.
 4. If you “add” a text early, fill in the “add” card from the library.
 5. Every effort is rewarded.

Action & Adventure

- Bridge to Terabithia
- The Hunchback of Notre Dame
- Treasure Island
- Fahrenheit 451
- Count of Monte Cristo
- Huckleberry Finn
- ☕ Percy Jackson Series
- ☕ Alex Rider
- ☕ Chris Ryan Series

Relationships

- A boy called Wonder*
- Tuck Everlasting
- Freak the Mighty*
- The Little Prince
- Little Women
- I Know Why the Caged Bird Sings
- ☕ Apple and Rain*
- ☕ My sister lives on the mantelpiece*

Book Series

- Artemis Fowl Series
- Inkhart Series
- Hunger Games Trilogy
- Lord of the Rings Trilogy
- Percy Jackson Series
- Skulduggery Pleasant Series
- Alex Rider Series
- Shakespeare

Gaming & Magazines

- Minecraft
- Warhammer
- Coding
- Pokémon
- Sonic
- Marvel
- DC

Science Fiction

- 20,000 Leagues under the Sea
- War of the Worlds
- The Odyssey
- Frankenstein
- ☕ Ender's Game
- ☕ Hitchhiker's Guide to the Galaxy
- ☕ Stranger Things
- ☕ Dune
- ☕ Jurassic Park
- ☕ Ready Player One

Horror & Crime

- Adventures of Sherlock Holmes
- The Legend of Sleepy Hollow
- A Picture of Dorian Grey
- ☕ The Curious Incident of the Dog in the Night Time*
- ☕ Four Good Liars
- ☕ Pretty Little Liars
- ☕ The Green Mile
- ☕ Michael Grant Series
- ☕ Murder Most Unladylike Series

Non-Fiction & Historical Fiction

- Michael Morpurgo
- Anne Frank
- Boy in the Striped Pyjamas
- War Horse OR Black Beauty
- The Canterbury Tales
- To Kill a Mockingbird
- The Crucible
- The Great Gatsby
- Les Miserables

Retro Reading

- Alice in Wonderland
- The Jungle Book
- The Borrowers
- Mary Poppins
- Secret Garden
- Robinson Crusoe

Comedy & Graphic Novels

- Tom Gates Series (any 2)
- Diary of a Wimpy Kid (any 2)
- David Walliams (any 2)
- Roald Dahl (any 2)
- David Baddiel (any 2)
- ****
- Terry Pratchett's Mort
- Dark Lord Series

Dystopia

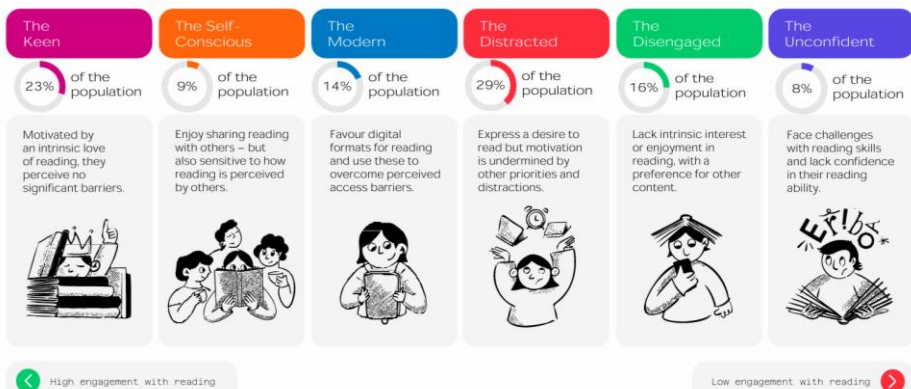
- The Hunger Games
- The Giver
- Divergent
- Delirium Trilogy
- Animal Farm
- Lord of the Flies
- 1984
- ****
- The Uglies
- Inheritance Games
- The Rest of Us Just Live Here

Romantasy 14+

- Vampire Diaries
- The Cruel Prince
- The Lightbrark Series
- Powerless Series
- Throne of Glass
- Once upon a Broken Heart
- Shatter Me
- Every Spiral of Fate

Fantasy

- Redwall
- The Chronicles of Narnia
- The Hobbit
- The Wizard of Earthsea
- A Wrinkle in Time
- Wizard of Oz
- ☕ Skulduggery Pleasant
- ☕ Percy Jackson Series
- ☕ Immortal Dark



English Update

Students at GHS have been engaged in a range of topics this term. Year 7s focussed on Media and how camera angles can affect perspective. Year 8s explored the dark world of Edgar Allen Poe and considered how Robert Frost dealt with the same hardships through nature instead. Year 9s delved into Orwell's Animal farm and considered the impact that different leaderships styles have on communities.

Key Stage 4 students began their journey through conflict poetry, and explored different types of revision strategies, in preparation for future exam sittings.

Overall, it has been a very successful term across all year groups. We are very proud of their bravery when confronting texts they feel are challenging.

DT Projects

During this term in Design Technology the students have had the choice to design their own bird house or bug house.

Most of the students chose a bug house/hotel to design. The students found old scraps of wood and enjoyed exploring outside for things like pine cones, sticks, straw etc for the bugs to hide away. The students really enjoyed using all different kinds of tools and materials to produce their fantastic designs.



Maths Update

This term, students have made excellent progress in Maths, showing increased confidence and independence across a range of topics. KS3 pupils have been developing their skills in algebra, fractions and graphs and applying their knowledge to both practical and written tasks. KS4 students have been building on their GCSE knowledge, including vectors, bearings and quadratic equations. We were very impressed with how they demonstrated their abilities in the Spring internal assessments.

Pictured here, you can see the year 8's tackling some tricky algebra using squares to create visual representations of the equations (in their World Book Day costumes of course). Another highlight this term was designing bridges with the year 7's during Science Week. We saw pupils take inspiration from Tower Bridge, Brooklyn Bridge and more, to create engineering masterpieces up to a metre long!

Grateley students continue to show great perseverance and resilience whilst taking on more challenging work, always

supporting one another and celebrating their successes along the way. We are very proud of the progress made this term and look forward to building on these skills in the coming months.



This Term in Food

This term students have had the opportunity to try new tastes, with exotic fruits including persimmons, figs and passion fruit. They also cooked with winter vegetables and new ways of enjoying them – for example, lightly cooked Brussel sprouts with bacon and chestnuts. Students who ate this, served on baked potatoes said how tasty it was!

Year 7s have been learning more about working safely when cooking and being aware of potential hazards in the food room or kitchen when at home. Students are knowledgeable about how to safely handle sharps and ovens.

Students at KS3 have been working to understanding food choices and also developing skills, including how to make bechamel sauce and the science behind gelatinisation.

Students are encouraged to try different cuisines, and develop understanding of how seasonings can enhance taste and flavours.



Online Safety

Research shows that neurodivergent children often spend more time playing online games than their neurotypical peers. When this is combined with factors such as communication differences, impulsivity and highly focused interests, it can increase their vulnerability to scams. Below are some common risk factors along with simple, practical tips to help families keep children safe online:

Increased Screen Time

Children can become deeply absorbed in online games, spending long period of time online.

Tip: Explore video-game and console screen time controls to set healthy limits.

Communication Differences

Some neurodivergent children may take online conversations at face value and assume everyone is being honest.

Tip: Talk regularly about what positive online behaviour looks like – and what might be harmful.

Impulsivity and Quick Decisions

Children may agree to trades, click links or make purchases without stopping to consider the risks.

Tip: Try creating a simple Stop-Think-Act routine to help them pause before responding online.

Preference for Concrete Concepts

Digital items, virtual currency and in game purchases feel less real because they can't be physically held. This can make it harder to understand that decisions made online have real-world consequences.

Tip: Compare online items with real-world equivalents to help build understanding



Five Extra Tips to protect your child from scams in games:

1. Review blocking and reporting tools with your child
2. Talk about when/why to use them
3. Make use of built in parental controls
4. Agree on clear rules
5. Have regular conversations about their time online –what they play and with whom?

Careers Day

On **Tuesday 3rd March**, Grateley House School proudly took part in **Futures Day**, held as part of **National Careers Week**. The day was designed to encourage students to think about their future pathways, develop employability skills, and gain insight into a range of different industries.

The theme of the day, **"Own Your Future"**, encouraged students to reflect on their interests, strengths and ambitions while developing practical skills that will support them beyond school.

The day began with a **whole-school assembly** which set the tone for the event, exploring the importance of ambition, resilience and recognising the different routes available into careers. From there, students took part in a variety of engaging sessions including **team-building activities**, industry-based workshops, and practical employability sessions focused on **applications, interview skills and mock interviews**.

Students had the opportunity to explore careers across a number of sectors, including **STEM, the Arts, Digital Media and Business**, helping them to see how their interests and talents can translate into real-world opportunities.

A particular highlight of the day was the involvement of our external partners. We were delighted to welcome visitors from **Sherwin-Williams** and the

Hampshire Futures Careers Service, who delivered engaging sessions and supported students through employability activities. Their expertise and willingness to share real-life experiences brought the sessions to life and provided students with valuable insights into the world of work.

Encouragingly, the feedback from both organisations about our students was **extremely positive**. Visitors commented on the students' willingness to engage in discussion, their thoughtful questions and the mature way they approached the interview activities. Many students showed real confidence when speaking about their strengths and interests, while others demonstrated resilience by stepping outside their comfort zones and giving new experiences a go.

One of the most successful parts of the day was the **mock interview process**, where students applied for a role and experienced a simulated interview. Several students impressed our visitors with their preparation and communication skills, while others gained valuable experience that will help them feel more confident in future interview situations.

Alongside this, the **team-building challenges** created opportunities for students to practise key employability skills such as collaboration, problem solving and leadership. It was fantastic to see students supporting one another and

celebrating each other's successes throughout the day.

As a school, we are always keen to learn and improve. Both student and staff feedback from Futures Day will help us continue to develop the event so that it becomes an even stronger feature of our careers programme in the future. We are already beginning to consider how the day can expand further next year, with **additional industry links, more hands-on experiences and extended opportunities for students to explore career pathways**.

A huge thank you must go to our visiting partners from **Sherwin-Williams** and **Hampshire Futures**, whose support and enthusiasm played a key role in making the day such a success.

Most importantly, we would like to congratulate our students for the positive way they approached the day. Their engagement, curiosity and willingness to challenge themselves was fantastic to see and truly reflected the spirit of **"Own Your Future."**

We look forward to building on this success and making **Futures Day 2027** even bigger and better.



Science Week

In year 8 students were confronted with a dramatic scenario when they discovered a 'body' in the lab. Tasked with solving the mystery, they stepped into the role of forensic scientists to uncover the culprit. Using a variety of investigative techniques including chromatography, microscopic hair analysis, footprint examination and toxicology testing - students carefully analysed the clues and worked collaboratively to piece together the evidence.

Meanwhile, Year 7 explored a range of science experiences around the school. From making Instant Ice Cream, dissecting flowers and discovering evolution through the 'Battle of the Beaks', the students engaged in hands-on activities that brought science to life. Each activity encouraged them to ask questions as the focus was to be curious about the world and excited about discovering how it works.

Swimathon

Wow – what an incredible Swimathon! The pool was buzzing, the energy was high, and the determination was off the charts. From first-time swimmers to length legends, everyone jumped in and gave it their all (literally!).

18 swimmers took part and a jaw-dropping 700 lengths were completed, achieving a milestone mark of 17.5 kilometres. There were countless smiles, cheers and some slightly soggy hair moments.

Events like this shows how our little GHS community comes together - cheering each other on louder than ever. Those students who just kept going...and going and going, even teachers proving that they've still got it in the pool 🏊‍♂️

Together we raised an incredible £600! This will go towards the Stars Appeal, who make a real difference in the community beyond the pool.

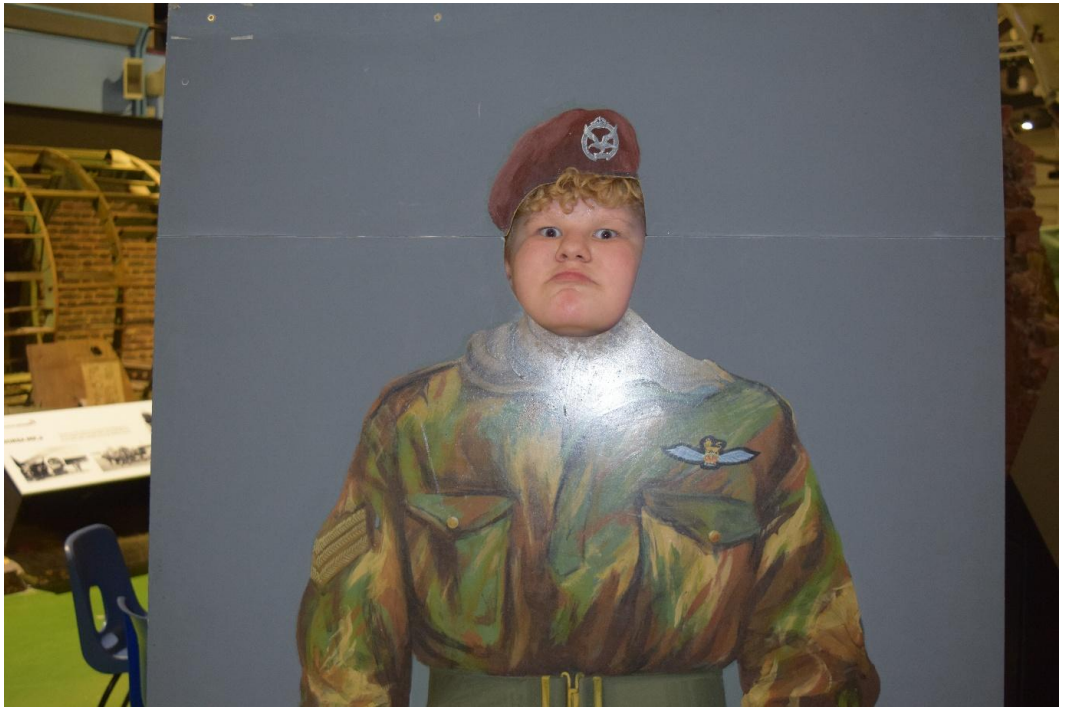
Big cheers to parents who were there behind us during the event and celebrated this success with us. Thank you to staff who have prepared for weeks - and of course our students who stepped out of their comfort zone to take part in something amazing! 🍌

The countdown has begun for Swimathon 2027 and the next challenge!

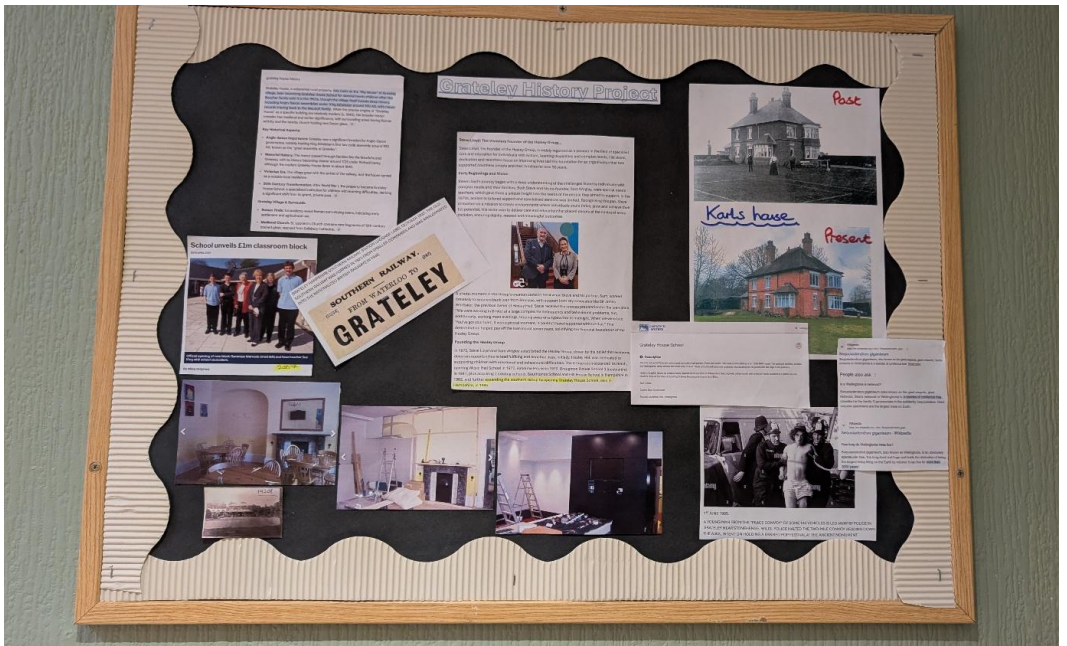


Gateway Update

This term, we've made it a priority to get out into the community each week. Our adventures have taken us to beautiful local nature spots including Danebury Hill, Anton Lakes, and Rooksbury Mill, where the students enjoyed exploring and observing the outdoors. We also spent a wonderful morning at the Army Flying Museum, which was a highlight for many—full of hands-on learning and exciting discoveries.



This term we have researched the history of Grateley House School and the village itself. We have produced a display for the classroom. During Art sessions we have experimented with various materials such as paper, clay and beads. Everyone has enjoyed making different characters for our display. We have also enjoyed food tech lessons, and have followed the process from planning, buying and making. We've also spent some time in DT making and painting a bird box – which we have hung in a quiet area of the parkland. We look forward to keeping an eye out to see if anything moves in soon!

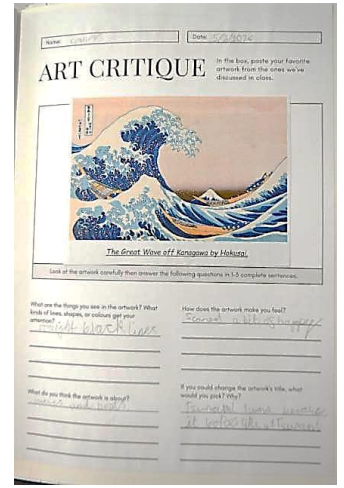


Art Update

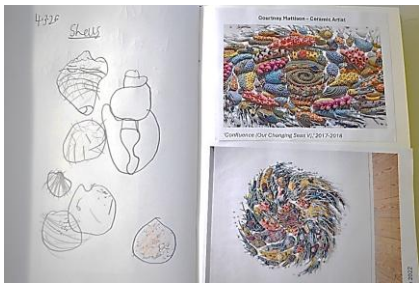
In Year 7, we have looked at patterns and tessellations as well as portraits.

Students have looked at the work of William Morris, who was inspired by nature and created patterns for fabric and wallpaper.

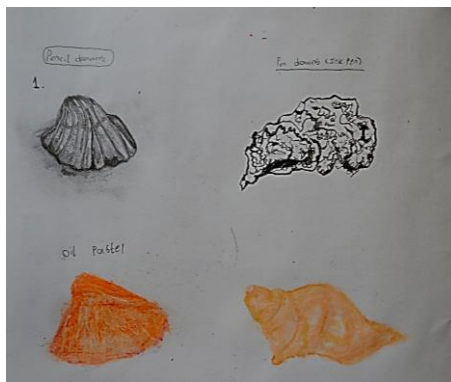
As a class we have been working really hard drawing the features of our faces, which will lead up to a self-portrait. It has been great seeing how our drawing skills have improved!



Year 8 have been creating Art that explores home and buildings. We have looked at artists such as Lancelot Ribeiro and have been inspired by the artists use of line texture. More recently we have explored the 4 elements: fire, water, wind and earth. Within this project, students have had the opportunity to choose an artist such as Hokusai.



In year 9, we have learnt textile techniques such as applique and wet felt making. The children had the opportunity to decorate a tote bag or pencil case with whatever technique they liked.



GCSE – We have been continuing with our project on popular culture. The class has been experimenting with different techniques and mediums.



This Term in Music

This term has been one of musical exploration for our KS3 classes.

In Year 7 we formed a class band and learnt a version of the Clash song 'Should I Stay or Should I Go'. Using drums, bass guitar, keyboards and vocals we all got involved. Following this we have begun to learn about the 'pentatonic' scale and are exploring how to play music from Minecraft on the keyboard.

In Year 8 we spent the first part of the term learning violin. This is challenging and technically difficult. The children rose to the challenge. A violin club is going to be offered to continue this learning. Following this we changed pace completely and dove into the world of electronic dance music (EDM). We have been using drum machines, loops and effects to create our own 'build' and craft a banging 'drop'!

In Year 9 we have spent the term learning about jazz chords on the keyboard. Both classes have been learning the 12-bar blues, how to improvise using the blues scale and playing the melody from the Glen Miller classic 'In the Mood'. This learning around chords, harmony and melody is essential as a basis as some of the children start to consider their options for next year and whether music BTEC is a possibility for them.

Next term we will be focusing in KS3 with the forming of class bands with the hope of some more performances in school time.

Cultural Festival Week

During the last week of term, students and staff came together to celebrate our **Cultural Festival Week**, a vibrant programme designed to promote curiosity, respect and appreciation for the diverse world we live in. Across the week, lessons, activities and enrichment opportunities were woven throughout the curriculum, giving students the chance to explore identity, faith, traditions, communication and global cultures in engaging and meaningful ways.

The week began on Monday with a focus on **Identity and Belonging**, where students explored their own backgrounds and cultural influences. Tutor groups created culture trees, mapped global connections and discussed what belonging means within our school community. Subjects reflected this theme, with students analysing global music, creating cultural artwork and exploring diversity through data and discussion.

On Tuesday, the focus shifted to **Faith and Beliefs**, encouraging respectful understanding of different worldviews. Students learned about global traditions, explored shared values such as kindness and compassion, and took part in discussions around tolerance and inclusion.

Wednesday was our **Diversity and Cultures Day**. A whole-school assembly celebrated general diversity, student voice and cultural expression, with a focus on Norwegian Culture, brought to us by our guest. Throughout the day, it was explored how language shapes identity, how communication varies across cultures and how global communities connect.

Thursday's activities centred on **Food and Global Traditions**, where students explored how cuisine reflects culture and Geography. This included international menus, analysing nutrition across cultures and learning about the global journey of ingredients. The lunchtime cultural food fair was a particular highlight, with students enthusiastically trying new dishes from different parts of the world and really going out of their comfort zone in the process. We also had a whole school Cultural Kahoot Quiz, with 11MW/NV group being the winners.

It was wonderful to see students embracing new experiences, asking thoughtful questions and

celebrating the richness of languages and cultures from around the world. The week supported our school values of **Be Kind, Be Brave, Be You**, and reinforced the importance of understanding, respect and inclusion in our community.

Thank you to all staff, students and visitors who contributed to making the week such a success.



Happy Easter!

As we come to an end of a fantastic term, we want to take a moment to celebrate all the wonderful learning, achievements and experiences that has been enjoyed by students and staff. From exploring the outdoors to embracing new challenges in the classroom, it has been a joy to see their confidence grow and the curiosity flourish.

Thank you to all of our families for your continued support – it truly makes a difference. We wish you all a very happy Easter!

A gentle reminder that school reopens on **Tuesday 14th April**. We look forward to welcoming everyone back for an exciting Summer term.